

THE AMERICAN TEACHER

OCTOBER 1954



AFT Executive Council 1954-56

Teachers Must Be Free to Teach

A digest of President Megel's keynote address

IT IS again my honored privilege to welcome and address the delegates to the convention of our great organization. I am mindful of the signal honor that is mine in addressing the largest convention in the history of the American Federation of Teachers. The opportunities you have given me to serve you as your president for the past two years have brought me experiences and lasting memories that I shall always treasure.

Our organization has always maintained as a fundamental principle that the classroom teacher is the heart and soul of a good school system; that brick and mortar and a good paint job do not of themselves make a good school. Accordingly, you have worked to improve education by helping the classroom teachers become honored citizens in an honorable profession.

AFT accomplishments

Your accomplishments have been many. They include salary increases for almost every AFT local: Newark, New York, Philadelphia, Detroit, Cleveland, Chicago, Denver, and so on across the nation. Some locals, such as those at Garfield, N. J.; Madison, Ill.; and Edmonson County, Ky., were compelled to make a heroic and courageous stand in order to secure adjustments. The Indiana Council of Teachers Unions was able to secure a ruling from their attorney general to the effect that school boards had no right to compel teachers to belong to or to participate in any organization other than those of their own choice.

Detroit was able to secure improvement in its pension system, and other locals worked for better working conditions and grievance procedures, and for many other benefits.

Despite our many accomplishments, however, we must still shudder at the terrific job ahead. Only through a united teachers' organization working with the American Federation of Labor can we hope to solve the acute problems facing us.

Our situation is complicated because the deterioration of our educational system is not our

**CARL J.
MEGEL**



sole problem. Not only educationally, but also politically and economically, we are deficient in leadership so that fear is in the saddle and indecision rides across the plains and hills of a land dedicated to individual liberties and precious human rights.

Ex-President Truman put his finger on the problem when he said: "When even one American who has done nothing wrong is forced by fear to shut his mind and close his mouth, then all Americans are in peril."

So as we approach the program we intend to establish for the coming year, it is more clearly evident than ever before that teachers have the responsibility to take leadership in stamping out the fears which beset America's people, America's teachers, and America's children. We must teach a return to the democracy that shuns *both* communism and McCarthyism.

The present situation

But let us look at a few of the situations which have caused anxiety to our great nation.

We see a stumbling, confused nation, flooded with slogans and catchy phrases; we see charges and counter-charges substituting for truth, insinuations replacing evidence, and vilification being used instead of logic.

Many groups are working to undermine our faith in Social Security in order to secure its repeal, to force withdrawal from UNESCO, to enact vicious "right-to-work" bills which are really anti-labor bills, to eliminate the Rural Electrification Administration, to give entire control of electricity to private power companies, to oppose federal aid to education, to

(Continued on page 21)

OCTOBER 1954

The American Teacher

Volume 39, Number 1

- 2** President's Page—*Teachers Must Be Free to Teach*
by CARL J. MEGEL
- 4** *AFT Convention Sets Policy on Vital Issues in Education*
- 11** *AFT Officers, 1954-56*
- 12** *The Washington Scene*
by SELMA BORCHARDT
- 16** *Convention Banquet Features Address by Benjamin Fine*
- 18** *Convention Quotes*
- 19** *A School Community Project*
by M. T. VYAS
- 22** *A Panel Discussion Can Promote Democracy*
by CHESTER C. DIETTERT
- 23** *Teachers' Salaries and Tenure*
by EZRA FRANTZ
- 25** *Books and Teaching Aids*
- 28** *News from the Locals*
- 32** *AFT's Federal Legislative Program*

Published by The American Federation of Teachers
affiliated with The American Federation of Labor

Editors: Julia Lorenz, Renata Wasson

Editorial Board: James Fitzpatrick—chairman
Hope Carey, Edward Irwin, Edward Jewett
Carl Megel, Turner Trimble

Copyright, 1954, by The American Federation of Teachers. Entered as second-class matter October 15, 1942, at the postoffice at Mount Morris, Ill., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926. SUBSCRIPTIONS: \$2.50 for the year—Foreign \$2.60—Single copies 35c. Published monthly except June, July, August and September at 404 N. Wesley Ave., Mount Morris, Ill. Editorial and Executive Offices, 28 E. Jackson Blvd., Chicago 4, Ill. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, drafts, stamps or check.



AFT Convention Sets Policy on Vital Issues in Education

LIKE its 36 predecessors, the 37th annual AFT convention, held in Chicago, was a very lively and interesting one, with every delegate contributing his share to the formulation of a program worthy of the best efforts of all AFT members.

Every delegate was given the opportunity to select the committee on which he wished to work. Then began the study of the related set of issues assigned to each of more than a dozen committees.

The work of the committees went on morning, noon, and night, at all hours when the convention as a whole was not in session. Each committee, under the direction of a well informed chairman, working in democratic fashion, finally reached agreement on a report which the majority of the committee members were willing to support before the convention as a whole. Since so much work had been put into the reports before they were presented, they were in general adopted by the convention practically as they were drawn up. However, there was much discussion on some few "touchy" questions.

The sum total of the convention decisions covers generously the vital educational issues of today and forms a comprehensive platform by which the locals and the national office will be guided during the school year. (Insofar as space permits, the most important decisions of the convention are noted in this issue.)

In addition to the work on the regular business of the convention, the delegates listened to several noteworthy speeches, including that of Mrs. Edith Sampson, former alternate delegate to the United Nations, who spoke on the subject "Increasing Understanding" at the annual Democratic Human Relations Luncheon; and that of Dr. Rudolf Dreikurs, Director of Professional Services of the Community Child Guidance Clinic of Chicago, whose subject was "The Psychological Approach in the Classroom."

So absorbed, however, were the delegates in the matters before the convention that a social evening program was cancelled, but the dele-

gates were particularly grateful to get respite from several very long convention sessions at a reception sponsored by the School Secretaries Union of Chicago, The Chicago Teachers Union, and the West Suburban Teachers Union.

During the convention period, AFT members participated in some twenty radio programs. Among the subjects were: "Why We Need More Classrooms," "Why We Need More Teachers," "Classroom Teacher Problems," and "Teaching as a Career." In addition, Henry Flannery, AFL commentator, reported the convention. Present at convention meetings, in addition to reporters from the local Chicago papers and the syndicated press, were special representatives from the *New York Times* and *Labor's Daily*, Charleston, W. Va.

DEMOCRATIC HUMAN RELATIONS

Guided by a committee report the convention adopted a four-fold test for determining whether or not a contemplated action is democratic or not: 1) Does it recognize the dignity and worth of the individual? 2) Does it provide for majority rule with protection of minority rights? 3) Does it enable everyone to participate in the making of policies affecting himself? 4) Does it enable everyone to have equality of



Delegates present their credentials



Committee on democratic human relations, Richard Parrish, New York City, chairman

opportunity to share in public services and benefits?

The convention also adopted the following resolutions:

WHEREAS, the 1953 convention of the American Federation of Teachers amended the constitution to provide that "No charter of the AFT which defines or recognizes jurisdiction on the basis of race or color, or permits the practice of such jurisdiction, shall be recognized as valid, and the practice of any such local in limiting its membership on account of race or color, shall render its charter void"; and

WHEREAS, previous conventions have directed joint activities and joint committees of separate locals for the purpose of their working together for ultimate integration; and

WHEREAS, integration in a host of educational setups, both North and South, has taken place successfully and may provide helpful guides; and

WHEREAS, the Supreme Court decision on desegregation of schools has provided a powerful impetus toward desegregation in all areas; and

WHEREAS, the 1953 convention of the American Federation of Teachers instructed the Executive Council to appoint a special committee of Executive Council members to work with locals whose charters would be challenged by this amendment, in order to bring about integration of locals; and

WHEREAS, the 1953 convention instructed the national office of the American Federation of Teachers to give legal and financial support to locals taking the proper steps toward integration where local or state laws or mores might work to prevent such integration, and to give similar aid to locals in securing a just system in the selection of teachers and the protection of tenure; therefore be it

Resolved, that any locals not yet completely integrated be required to submit to the Executive Council in writing a report of progress made in the past year toward integration and of their plans of action to complete the process of integration; and be it further

Resolved, that the Executive Council report to the next convention on whether the progress achieved fulfills the mandate of the 1953 convention decisions; and be it finally

Resolved, that all locals of the American Federation

of Teachers which in the opinion of the convention have not made sufficient progress toward integration should be considered for suspension by the Executive Council.

* * *

WHEREAS, the recent Supreme Court decisions outlawing the infamous "separate but equal" doctrine have reaffirmed our faith in the spiritual and moral attributes of our Constitution and have raised significantly our stature as a democratic force in the global conflict; and

WHEREAS, these decisions have substantiated in large measure the position of the American Federation of Teachers when they recognized the social and psychological implications of integration, the essential dignity of the individual, and the trend of history toward desegregation; and

WHEREAS, the American Federation of Teachers foresaw the important role that teachers must play in this human drama when it filed *amicus curiae* briefs in 1950, 1952, and 1953 before the Supreme Court against the "separate but equal" educational dogma; when it ruled "separate but equal" locals illegal within its own ranks; and when it integrated its own Washington, D.C. locals; and

WHEREAS, teachers in a democratic society, if they are truly dedicated to the ideals of the Hebrew-Christian ethic and the preservation of our heritage of freedom, cannot regard themselves simply as passive instruments of the law, but must take an active part in assuring that this decision will continue to be upheld and not subverted in any way; therefore be it

Resolved, that in the near future, when the Supreme Court will hear arguments as to the most feasible procedure to follow in carrying out its decisions, the American Federation of Teachers make its experiences and those of other teachers available to the courts, and that we ask the American Federation of Labor to join us likewise in furnishing facts that will aid desegregation without compromise of principles; and be it further

Resolved, that the American Federation of Teachers urge the American Federation of Labor nationally, and through its affiliated bodies, locally, to stand by us and the public school system they have done so much to create and further, to make it unmistakably clear

that labor will insist on fair labor procedures so that no group of teachers or administrators will suffer unduly as America's public schools march forward to higher achievements; and be it finally

Resolved, that the American Federation of Teachers plan to give such help and assistance, including legal and financial, as is practical to secure compliance with such procedures as are adopted by the Court for the various states and districts, and that the American Federation of Teachers commend and publicize the districts that voluntarily eliminate segregation without waiting for mandatory orders.

CONSTITUTIONAL AMENDMENTS

At each convention for some years various amendments to the AFT constitution have been considered in an attempt to adapt it to the complexities of a very active and democratic organization. At the 1954 convention, extensive changes were proposed in Articles IX and XII. After vigorous discussion, it was decided by a very close vote to refer the problems connected with the constitution to the Executive Council for study and report to the next convention, which will resolve itself into a constitutional session, at which the whole constitution will be opened up for revision.

SALARY AND WORKING CONDITIONS

The committee on salary and working conditions made a comprehensive report on the various aspects of their subject: salary, administrative relationships, discipline policy, pensions, tenure, disability, and leaves of absence. The report was accepted by the convention as a research project to be used by the locals as they see fit. The committee recommended that copies be sent to all locals and that an up-to-date survey of working conditions be made.

LEGISLATION

Accepted by the convention was the committee's summary of the AFT's general legislative position. This summary appears on the back page of this issue. Also accepted was a resolution that the AFT legal counsel urge the Commissioner of Internal Revenue to direct the staff of all districts to recognize uniformly the right of teachers to deduct for income tax purposes all expenses for education beyond that required of them for the positions they hold; and that the AFT Executive Council sponsor test cases if necessary, or support legislation if that be necessary.

In keeping with AFT's reputation for carrying words into action was the committee's suggestion for a Federal Aid Day on which representatives of all locals would be asked to go to Washington to urge their representatives to vote for federal aid to education. Locals will receive details relative to the day as soon as they are developed.

The following resolution dealing with Social Security for teachers was also adopted:

WHEREAS, the amendments to the Social Security Act which have been supported by the AFL and the AFT will permit the inclusion of public employee retirement systems in Old Age and Survivors' Insurance with no loss of benefits now secured under present retirement systems; and

WHEREAS, additional legislation by the several states is necessary before any group of public employees may take advantage of the federal provisions; and

WHEREAS, care must be taken that present pension benefits be adequately protected in such state legislation; therefore be it

Resolved, that the locals of the AFT study possible state legislative action to ascertain the steps necessary to make available the maximum increase in new benefits under Old Age and Survivors' Insurance without reducing the security of present benefits under established retirement systems; and be it further

Resolved, that the state federations and locals of the American Federation of Teachers support such legislation so that any groups of public employees may have the opportunity of voting on whether they wish to be covered by Old Age and Survivors' Insurance.

RESOLUTIONS COMMITTEE

Convention action in favor of a resolution presented by the Resolutions Committee directed that the Executive Council be instructed to submit to the 1955 convention suggestions for the clarification and/or revision of the constitution and by-laws.

Another resolution which was adopted directed that the Executive Council be requested to continue publication of the AMERICAN TEACHER in a new format, with more emphasis on "news of locals and organizational material helpful to local unions."

ON OPPOSITE PAGE:

Convention committees

Top: INTERNATIONAL RELATIONS

Richard Brett, Waukegan, Ill., Chairman

2nd from top: RESOLUTIONS

Albertine Loomis, Highland Park, Mich., Chairman

Bottom: CONSTITUTIONAL AMENDMENTS

Hope V. Carey, Pawtucket, R. I., Chairman



INTERNATIONAL RELATIONS

Convention acceptance of the report of the international relations committee gave support to the policy "that we cannot go it alone." Approval was also given to recommendations that teachers become better acquainted with the UN and its agencies; that a special column in the *AMERICAN TEACHER* recommend materials on the UN and report activities of the locals in this field; that the AFT affiliate with the International Federation of Free Teachers Unions (IFFTU), as well as with IFTA and FIPESO; and that the entire committee report be printed in the November *AMERICAN TEACHER*.

Especially emphasized in the report was the need for encouragement of international travel and exchange of persons. Recommendations adopted include one providing that the AFT investigate the possibility of a travel bureau as a separate AFT department, and another endorsing the principle of a resolution introduced by Rep. Javits which aims to promote U.S. foreign policy by international travel and exchange of persons.

EDUCATIONAL TRENDS AND POLICIES

Approved by the convention was a resolution recommending that the AFT obtain information about groups and individuals that are attacking the public schools; that this information be distributed as widely as possible to teachers and citizen groups; and that the problem be called to the attention of the AFL convention.

Another resolution adopted called upon the AFT Executive Council to initiate and establish a definite policy in regard to vocational teachers' problems and asked that the widest publicity be given this policy.

The committee expressed the belief that the AFT can assume a position of leadership in promoting an educational philosophy and practice to cope with the problems facing our society today. Goals toward which the AFT has worked, and legislation which it supports were enumerated by the committee.

Also pointed out by the committee were various problems with which teachers are actually faced:

1. The alarming drop-out of pupils from our public schools before completion of high school.

2. Increasing class loads and inadequate physical facilities resulting from the growing school population.

3. Increasing numbers of maladjusted children and problems of discipline growing out of these crowded conditions.

4. Continual struggle with rigid curricula and formalized standards which are not adjusted to the needs and abilities of the children.

The convention adopted the committee's recommendation that the standing committee on educational trends devote its time in the coming year to exploring those fields of educational philosophy, methods, techniques, and curriculum adjustments which will assist teachers in coping with the problems mentioned above, and that the committee investigate "sociometrics, socio-dynamics, individual dynamics, the techniques of encouragement," and other educational devices which might help to solve classroom problems.

Opposition to school programs sponsored by special interest groups was expressed by the adoption of the following resolution:

WHEREAS, certain school boards and school superintendents continue to allow Business-Industry-Education and Business-Education Days to be initiated and conducted on school time at taxpayers' expense by organizations primarily interested in promoting their particular economic points of view; and

WHEREAS, necessary vitalization of the school program for teachers and pupils through visits to industries, community agencies, and government facilities should be initiated, planned, and administered on a continuing basis by properly certificated school administrators and personnel; and

WHEREAS, school boards and school administrators who permit outside groups to administer any portion of the school program under the guise of increasing the economic understanding of teachers and pupils or for any other purpose are abrogating their responsibilities; therefore be it

Resolved, that the American Federation of Teachers reiterate its opposition to the holding of Business-Industry-Education and Business-Education Days as contrary to the principles on which our public schools were founded and urge its local unions to continue their opposition to the use of school time for initiation or conduct of programs for teachers or pupils sponsored by all special interest groups; and

Resolved, that the American Federation of Labor be requested to continue and intensify its program of keeping affiliated international unions, state federations, and city central bodies alert to the need for opposing any and all programs involving the use of school time for special purpose programs that may be initiated or sponsored by management or any other groups in the community.



Committee on civil and professional rights, Milton Goldberg, Baltimore, Md., chairman



Committee on social and economic trends, Ethel du Pont, Louisville, Ky., chairman



Committee on taxation and school finance, Ellen Smith, West New York, N.J., chairman

CIVIL AND PROFESSIONAL RIGHTS OF TEACHERS

After considerable discussion by the convention a resolution on the Communist teacher and the Fifth Amendment was tabled. The consequence of this action is that the position taken at the 1952 and 1953 conventions in respect to the Communist teacher and the Fifth Amendment continues to be the established position of the AFT.

A resolution which was approved was based on one submitted by the Denver local. It pertained to the rights of teachers "summarily dismissed" by school boards acting on anonymous and hearsay evidence without giving the teachers an opportunity to know the charges, face their accusers, or defend themselves under due process of law as provided by the U.S. Constitution.

One part of the resolution provided that AFT locals "be encouraged to establish collective bargaining by statute and/or amend contract and tenure provisions for teachers in the respective states to provide hearings on job dismissals."

The resolution instructed the AFT Executive Council "to express to the Attorney-General of the United States its concern about the apparent misuse of information in files under his jurisdiction and the dangerous extension, without constitutional authority, of the directions of Executive Order 10540 to states and political subdivisions, apparently for political purposes and without regard for the rights of individuals."

The same resolution included the following instructions:

1. That the Governor of the State of Colorado and the school boards of the Adams City, Englewood, and Denver districts be notified . . . that we look with great disfavor on the action which they respectively took to dismiss teachers while denying them basic rights of due process under our Constitutional guarantees [and that we hope] the parties will review their respective stands and provide such due process guarantee to each of the teachers concerned.

2. That the commendation of this convention assembled be forwarded to Publisher E. Palmer Hoyt and his editorial associates at the *Denver Post* for the strong and courageous position taken by that important newspaper in condemning the action of the Governor and the respective school boards and for the continuing fine and consistent position taken by that paper in similar violations of civil rights all over the United

States.

3. That the President of the University of Colorado and the three members of the Board of Regents of that University be forwarded this convention's commendation for their support of our Constitutional guarantees; and that the State Commissioner of Education of Colorado be forwarded the supporting position of the American Federation of Teachers for his effort to bring a halt to these undemocratic procedures and to provide an opportunity for teachers anonymously accused to be heard before the State Board of Education.

Adopted also were two sections of a report prepared by the AFT standing committee on academic freedom. One section presented the following recommendations:

1. The voice of the AFT should be heard not only as a national organization but also in the communities through the locals. One of the main functions of the AFT should be actively to gather information on infringements of academic freedom and to publicize them fully through every agency at its command. This work should be part of the function of the Research Department of the national organization which might work in close cooperation with the standing committee in order to publish from time to time reports on the status of freedom in our public schools.

2. In conjunction with the above plan, the AFT through its national office, its publications, and its academic freedom committee, should institute a concerted drive to educate its own membership in the vital importance of this phase of union activity. It is only through such a concerted effort that busy union officers will find the time and energy to devote to academic freedom. If such an effort is successful, the voice of the AFT can become meaningful as a protector of the liberties of our nation.

3. Locals should appoint a committee on academic freedom which should be ready to participate in surveys conducted through the national office.

4. Locals should formulate a course of study in labor in conjunction with central labor bodies.

5. Locals should work to get from school boards a clear directive to all personnel that teachers are free to join professional organizations of their own choice. Administrators and supervisors should be urged to regard on their own, or be directed by school boards, to regard as unethical any activity directed toward classroom teachers in behalf of specific professional organizations. In order to prevent discrimination, locals should strive to obtain professional procedures in promotions and in the assignment to compensated extra-curricular work.

The other section, as amended by the convention committee, was as follows:



Committee on legislation
Mary Herrick, Chicago, Ill.,
chairman

The AFT and its locals in implementing the above recommendations will find that defense against infringements of academic freedom poses serious problems of distinctions. By what means should we cope with Communist subversion and conspiracy without losing our essential liberties? How shall we protect the community from moral infringements and abuses without limiting our essential liberties? In short, how can we have security and still hold fast our freedoms? This committee submits the following common sense approach by which we can have both:

Civil liberties are those freedoms which are protected by Federal and State constitutions from infringement by government.

Civil rights are the rights and privileges morally the heritage of every human being which it is the duty of government to defend and implement.

Academic freedom is a corollary to principles of civil liberties and rights, in that freedom cannot exist in a society where education is fettered.

It follows, therefore, that academic freedom is neither an absolute nor an independent value, but derives from the principles and purposes of education in a free society. Among the considerations that must always be borne in mind are:

1. The teacher's freedom of speech and action in class is conditioned upon a reasonable recognition of pupil maturity and total apperceptive field of the student audience and of both the immediate and the long-range effects upon the group.

2. The teacher should have all the liberties and rights of any other citizen. And he should be free to exercise these rights without endangering his position. Special requirements in the form of loyalty oaths, or special limitations upon his rights to join organizations make it impossible for him to pass on to his classes the ideals of a free society. The determination in any particular case of what is a reasonable professional requirement and what is an infringement of academic freedom is the duty of those with experience directly in the field involved. As a professional matter such determination must be kept free from outside pressure.

3. Freedom of the teacher necessarily extends to the student, and is reflected in the student's ability to think freely.

A.F.T. OFFICERS 1954-1956

PRESIDENT:

CARL J. MEGEL, *Chicago, Ill.*

VICE-PRESIDENTS

And Areas Assigned to Them

GEORGE W. BEACOM, *St. Paul, Minn.* Minnesota, North Dakota, South Dakota.

HOPE V. CAREY, *Pawtucket, R. I.* New England States and New York.

JAMES L. FITZPATRICK, *Milwaukee, Wis.* Wisconsin and Michigan.

RAYMOND J. FROELICH, *Rockford, Ill.* Missouri, a portion of Illinois and South Carolina.

VERONICA B. HILL, *New Orleans, La.* Coordinator for Louisiana, Mississippi, Alabama, Georgia, Florida, Texas, and Tennessee.

EDWARD A. IRWIN, *Los Angeles, Calif.* Nevada, California, and the Hawaiian Islands.

EDWARD P. JERROW, *Cleveland, O.* Tennessee, Alabama, Georgia, and Florida.

EDWARD JEWETT, *Council Bluffs, Ia.* Iowa, Nebraska, Kansas, and Oklahoma.

ANN MALONEY, *Gary, Ind.* Arkansas, Kentucky, Mississippi, Louisiana, and Texas.

F. EARL MCGINNES, JR., *Wilmington, Del.* New Jersey, Delaware, Maryland, Washington, D. C., Virginia, and North Carolina.

CECILE S. OLIVER, *Portland, Ore.* Alaska, Washington, Oregon, Montana, and Idaho.

RAYMOND R. PECK, *Columbus, O.* Ohio, West Virginia, and Pennsylvania.

HERRICK S. ROTH, *Denver, Colo.* Utah, Colorado, Wyoming, Arizona, and New Mexico.

WILLIAM P. SWAN, *Gary, Ind.* Indiana, Missouri, and the Canal Zone.

TURNER TRIMBLE, *Chicago, Ill.* Chicago, its suburbs, and a portion of the rest of Illinois.

Editorial and Research Board:

Vice-Presidents Fitzpatrick (Chairman), Carey, Irwin, Jewett, Trimble, and President Megel.

Delegates to the annual AFL convention:

Selma Borchardt, Edward Irwin, Joseph F. Landis, Carl J. Megel, and Herrick Roth.

Alternate:

Arthur Elder.



A Legislative Program for 1954-55

*Excerpts from the convention report of
SELMA BORCHARDT
AFT's Washington Representative.*

Juvenile Delinquency

We all know that our nation is confronted with a dangerous rate of juvenile delinquency. The number of youngsters appearing before our courts is greater than at any time in our history. This social sickness profoundly disturbs us as teachers.

We recognize our own opportunity, in our daily work with pupils, to affect their attitudes and behavior toward personally and socially satisfying ends. This is basic to preventing the spread of juvenile delinquency. But effective prevention and treatment call for the combined efforts of a broad range of community agencies and organizations.

We welcome the leadership which the Children's Bureau has taken to alert the country to this serious problem. We commend the steps it has taken during the past two years and hope it continues to stir communities and states into action, and to give them constructive guide lines for action.

The nation needs this leadership, stimulation, and guidance from the Children's Bureau more than ever before. Our union has already given evidence of its support by working for an increase in the Bureau's 1955 appropriations that will enable it to expand its work in this field. We shall certainly continue to give the Bureau our support.

However, we who live with problem children and with pupil problems day by day recognize, in this period of changing concepts of personal, group, and community discipline, that the loss of what were once the accepted restraints is of

great importance. We, with other trade unionists, believe that the child's home, his family, his community, are all a part of what makes him what he is.

First of all, the family dining room table is passing. An increasingly large number of homes actually do not have a family dining room table. In fact, they don't have a dining room or even a kitchen table. The catch-as-catch-can food supply for youth, from can to stove to "gulp-down," or perhaps from icebox directly down, plays a part in the loss of family discipline. Then, the community no longer knows its own residents; a home is a temporary stop over; neighbors are people one sees more often, perhaps, than others. Hence, community restraints based on a desire to be well regarded in the neighborhood no longer prevail. We all know these facts. We know also that communities are seriously facing these problems. Our particular problem is one of sharing knowledge based on day by day experiences with parents, with the churches, with the police, and with the agencies seeking a more social approach. Every community needs the best possible technical advice. We wish that parents could have more time for and with their children; preferably together, as a family. We wish that teachers would have small enough classes and carry a small enough pupil load to enable them to study and know each child closely. We know a good housing program is an essential part of a program to combat juvenile delinquency. So is family security. And adequate recreational facilities. We know our locals are working on these problems, but that brings us back again

to the needs for more teachers, more classrooms, and more federal aid to get both; hence we should welcome periodic reports from our locals on what they are doing to help keep youths on better roads. Our committee on child welfare could compile these for us.

The Migrant Child

Our nation owes special concern to the children in migrant families. All of the social and physical ailments to which any poor child is subjected become more acute in relation to the migrant child, for neither his parents nor he belong to any community and therefore can not receive even the minimum aid which the state affords its own citizens.

Actually, because these children move from state to state, because they are not residents of any state, they are certainly to a high degree the responsibility of the federal government. Substantive legislation was introduced and a federal appropriation was asked to help the nation meet this problem. We must continue to seek adequate federal support for the children of migrant families.

Good Work for Our Nation's Children

It is encouraging to report that the federal, state and local programs have contributed richly to the physical improvement of our child population. Similarly there is cause for rejoicing in the increased and improved child welfare services in many states; many of these services show the effect of the excellent work of the United States Children's Bureau and the work of state and local child welfare agencies. The know-how of the Children's Bureau born of its varied experiences and rich knowledge has certainly repaid the nation for its small investment in this agency.

Vocational Education

For many years the AFL has been concerned over the barren relationship in many communities between vocational education and our formal school organization as the program has been operated in many states. The AFL has conducted surveys and studies; it has sought through conferences and other means to effect a productive relationship with the schools. Last year a new, revitalized approach was made, and with happy results. Frankly, the improved relationship stems largely from a more cordial

AT LAST! SOMETHING NEW and SENSATIONAL in
LAST! CHRISTMAS CARDS
MAKE Extra MONEY FAST
 Superb Satin Vellour & Metallic
 Show Rich New Cards never before
 offered. Amazing Value! Get Easy
 Orders FAST! Pays up to 100% Cash
 Profit. Big Loss. FREE Samples of 80
 Gorgeous Christmas Cards with Name
 50 for \$1.50 up. Stationery, Napkins,
 Kiddie Books, Games, Gift Items.
 Several \$1.50 Boxes ON APPROVAL.
PURE GREETINGS, 2801 Locust, Dept. 4139M St. Louis 3, Mo.

personal relationship among all concerned. The leaders in vocational education in the U.S. Office of Education showed a genuine desire to cooperate. The American Vocational Association under the leadership of its new executive director came to meet us and AFL leaders with an outstretched hand. President Megel accepted their invitation to speak at their annual convention and gave them a forthright talk on what we stand for and why. His talk was very well received and since then we have been able to work together better than ever before on projects in which both groups are interested.

James Brownlow, president of the Metal Trades Department of the AFL and chairman of the AFL committee on vocational education, deserves great praise for his dynamic leadership in furthering a sound cooperative vocational program.

Extended Health Program

There has been a gain in health services. The extension of aid for hospital construction is noteworthy. President Eisenhower deserves credit for recognizing publicly, as he did in a Congressional Message, the acceptance of substantial responsibility of the federal government for maintaining and improving the health of the American people. He supports federally-aided extended medical research, more nearly adequate grants-in-aid to the states to extend and improve public health services, and aid for rehabilitation programs. He fails, however, to recognize the urgent need for training more doctors and nurses.

True, the program falls far short of what we want, but it is a step in the right direction.

The Give-away

First, there's oil. Yes, we are still fighting over oil from the outer continental shelf.

The Supreme Court threw out the action brought by Rhode Island which was supported by a number of other states. The court held that the act of Congress giving the submerged oil lands contiguous to certain states to those states was constitutional.

But we are all set to go back into the fight

next year for the revenue from the submerged land in the *outer* continental shelf. Senator Hill will of course again lead that fight. He's a great fighter and we have hopes.

The "atomic energy fight," so-called, was dramatized for the nation by extended day and night sessions. That fight is still on. With a good Congress next year we may be able to block further damage and perhaps even undo some of the damage already done to public power programs. It's our fight, we know.

One interesting detail in this public power fight was the amendment, offered at an early morning hour by Senator Fulbright, to use the income from these power projects for school aid. Unfortunately, Fulbright had told no one he intended to do this. So even some of the best of our friends were not there to help him in this fight. So the Fulbright proposal was badly beaten . . . But it points a way!

Federal Aid to Restore the Functionally Illiterate to Our Nation's Potential Man Power

One of the most serious sources of waste lies in our failure to utilize our potential man power to its full capacity. The waste is doubly bad: it injures our nation and it injures millions of our citizens. It is the waste of potential man power due to lack of education.

Figures on adult functional illiteracy are shocking. In fact, even those limited to the age group 25-34 are alarming.

In this age group alone, in five states 12 to 18 percent of the population 25 to 34 years old have less than five years of schooling; such are generally considered functionally illiterate. In eleven states 4 to 12 percent of the population 25 to 34 years old have less than five years of schooling. It is not surprising that the five states with the largest percentage of functionally illiterate adults have the largest percentage of Selective Service rejections on the Armed Forces Qualifications Test. This test depends, to a considerable degree, on ability to use skills commonly associated with schooling. The percentage of rejections in five states runs from 30% to 58%.

But the evil is not entirely restricted to these five states. Actually the average rejection rate *nationally* is 19.2%.

Senator Harvey Kilgore has started legislative action on this subject. Senator Estes Ke-

faever and Senator John Sherman Cooper are also trying to work out a practical approach.

Two approaches are possible:

- (1) Funds should be made available through Congress for this essential "Point 4" development program, in the United States, and
- (2) Every possible private resource should be explored to find funds which could be had *without strings attached* to be used by a corporation to be set up by our people especially for this purpose.

Our people in Kentucky have explored this field. There is a quasi-official organization in their state which has great interest in this work but no funds. Our Kentucky and Tennessee locals could, and I believe would, give the necessary leadership to such a program. This is a national emergency. We must help meet it.

We know the story. Let's get the facts pointedly before the public. This is an essential patriotic task.

WE BOW OUT

This is the last issue of the AMERICAN TEACHER to be prepared by the editorial staff of the AFT national office. This staff was disbanded on September 30.

By action of the AFT Executive Council at its post-convention meeting, the editorial work on AFT publications was turned over to Harry E. Caylor, Public Relations Counselor, who has handled AFT publicity other than the AMERICAN TEACHER for more than a year. It was under his direction that the September *Bulletin* was prepared and sent in bundles to AFT members.

ON OPPOSITE PAGE:

Convention Committees

Top: COMMITTEE ON NOMINATIONS AND ELECTIONS

Harold Neher, Van Dyke, Mich., Chairman

2nd from top: EDUCATIONAL TRENDS AND POLICIES

Carol Zillman, Milwaukee, Wis., Chairman

3rd from top: SALARIES AND WORKING CONDITIONS

Charles Boyer, Minneapolis, Minn., Chairman

Bottom: OFFICERS' REPORTS

Mrs. Florence Sweeney, Detroit, Mich., Chairman



Convention Banquet Features Add

THE annual AFT convention banquet was held in the beautiful grand ballroom of Chicago's Knickerbocker Hotel. The management had done everything to make it a festive occasion. The restful candlelight and the atmosphere of good fellowship made it a memorable event.

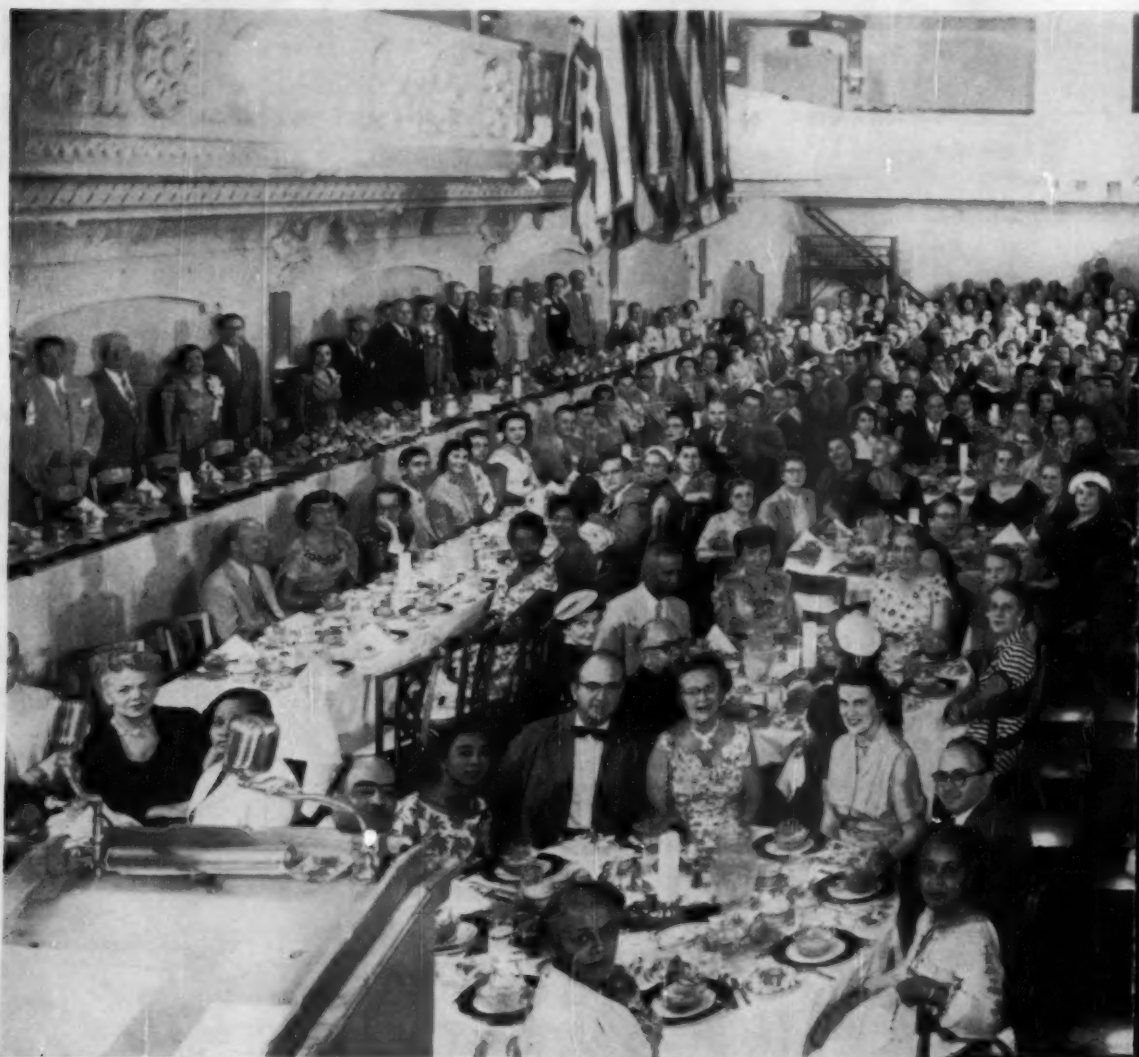
It was more than just a social gathering; it was a time for exchanging of information on union activity and for forming new friendships—getting to know persons working toward the same goals. The delegates came to feel a closer kinship to each other, but also they saw and met some of the leaders of the organization who previously were to them but pictures in the *AMERICAN TEACHER*.

Seated at the speakers' table (*see cut below*) were the president, the vice-presidents, and honored guests. Important as was this table, however, there was another table equally important. This was the table just

in front of the "head" table. Around of the 66 AFT locals that had achieved

To these representatives President while Al Melgard, famed Chicago of their states, adding immeasurably honored was Miss Mildred Berlema the *AMERICAN TEACHER*, a position 24). To the tune of "Ain't She Sweet" was presented with a diamond star on behalf of the AFT.

Rebecca Simonson, of New York, graciously introduced the featured known education director of the National



ress by Benjamin Fine

nd it were seated the representatives
ved their membership quotas.

ent Megel presented citation awards
rganist, played tunes identified with
to the drama of the occasion. Also
n, who recently resigned as editor of
she has held for 11 years (*see page*
weet" and amid much applause, she
added watch by President Megel in

k City, a former AFT vice-president,
l speaker, Dr. Benjamin Fine, well
ew York Times. He held the attention

of his audience as he discussed various aspects of our educational problems.

He proposed a fifty-billion-dollar school rehabilitation program, saying that the fifty-billion-dollar Eisenhower road building program should be matched with an equal sum for a school building program in the interest of national security. He urged doubling of teachers' salaries over their \$3,500 average and higher educational standards for teachers. He took the position that teachers should receive salaries ranging from \$5,000 to \$10,000 a year. "Let us, in an atomic age," he said, "get rid of second-rate, inferior schooling. The horse and buggy era of education should be discarded. There is too great a lag between the good and the poor schools, and no boy or girl should be penalized because of accident of birth, whether geographical, racial, or religious."





Committee on union techniques, Martha Cederberg, Everett, Wash., chairman

Convention Quotes

From Greetings to the Convention

PRESIDENT EISENHOWER: "I am glad to learn that, in this convention, you will be studying means of promoting 'Democracy in Education and Education for Democracy.' No task in all America can be of greater importance than this one. Without education, free Government cannot survive; without democracy, education loses its significance. In this convention and in the months and years ahead you have my best wishes for success and for the sense of satisfaction which is the greatest reward of all teachers. Your every effort, inspired by faith in America and in its young people, contributes to the welfare of the nation."

.

JAMES P. MITCHELL, Secretary of Labor: "By stressing the importance of safety you can contribute enormously to the present and future health and safety of the young people to whom you devote so much hard work."

.

SENATOR PAUL H. DOUGLAS, long-time AFT member, sent a message to President Megel praising the AFT for its "support through the years of all steps to improve American education" and saying that "America's security, economic stability, and freedom will be advanced by the public service which . . . members render both in the educational system and as citizens."

GEORGE MEANY, AFL President: "You have proved yourselves to be good unionists. First, you have demanded high craftsmanship—good professional standards for your members; second, you have fought with success to protect and to better the economic status of your members; third, you have recognized and met the solemn obligation you owe to society, an obligation which your high calling puts on you as individuals and as an organization. For these reasons, I greet you as honored and valuable members of the American Federation of Labor family. We shall continue to expect your rich contribution to the common good, and we, in turn, pledge to you, the unionized teachers of America, our full and devoted support in your fight for the teachers and the children of the nation."

PLEASE NOTE

Since the annual convention did not have time to consider the reports of the committees on social and economic trends, taxation and school finance, and union techniques, summaries of the reports of these committees are not included in this issue. All of the unfinished business of the convention was referred to the Executive Council.

A School Community Project

By M. T. VYAS, *Principal of the New Era School, Bombay, India*

THE New Era School in Bombay has looked upon camping as an integral part of its educational activities. Picnics, week-end camps, Scout and Guide camps, class camps of long and short durations have been a regular feature of the school. These camps have been organized with a view to promoting the ideals of self-help, comradeship, and dignity of labor. The camp which I shall describe in this article differed in many ways, however, from our usual camps.

India today is busy rebuilding itself. Community development projects are being carried out all over India, especially by the youths and teachers of the country. Being inspired by these examples, we organized this camp with a view to learning how to render whatever services we could to the village of Avidha in Broach District.

Why this village?

Way back in 1939, at the inspiration of the great social worker Shree Ravishanker Maharaj, we adopted this village during one of our annual tours. With the help of funds raised from parents and friends of our school, the support of the then Rajpipla State, and the full cooperation of the villagers themselves, we took charge of a small elementary school in the village. Today the school, Shree Vijay Vidya Mandir, has developed into a full-fledged high school with an agricultural bias.



A pause for a picture

We have taken it upon ourselves to be partly responsible for the educational and social uplift of this village and have been helping it during all these years in little ways such as sending clothes, educational materials, and money, and looking after sanitation, lighting, medical aid, and library. It was but natural that when we thought in terms of a community project we selected this village, with which we had already established contact. As some of us (teachers and principal) originally belonged to this village, we knew that it would be easy for us to get complete cooperation there. The most important point, however, that made us select this village was that community project work of a short duration has to be followed up with a long term program, in order to be effective. We knew we could rely on the students and teachers of the school we had adopted and on the villagers to carry on the work we would begin during the camp period. Having selected the village where we intended to camp, we started making preparations.

Preparation for the camp

In order to obtain the cooperation of the parents of our school children, we sent circular letters to them, explaining our aims and the program of the camp.

In seeking the cooperation of the District officers, we wrote to the Collector, the heads of the various departments of the District, the President of the District Local Board, and the District School Board, explaining the objects of the camp.

The Collector of Broach District kindly called a conference of all the heads of the District and invited our Principal, the camp chief, to put before them in detail the kind of help and cooperation we required of them. The Educational Inspector of the District officiated as a liaison officer to make further plans.

Our hosts

After these preparations, a party of 125 students and teachers left Bombay on the 23rd of October for our ten-day camp. On our arrival, we were received by the representatives



*Another project in India
—this one received U.S.
assistance under the Point
Four Program.*

FOA photo

of the village including the Sir-panch and members of the Gram-Panchayat, and the teachers and students of Shree Vijay Vidya Mandir. A special reception committee had been formed to receive us and make all necessary arrangements for our food and accommodation. During our ten-day stay all the campers were the guests of the village and the village people offered us all conveniences with all the warmth of the traditional village hospitality free of all charges.

It was indeed a lesson to us city folk of what true Indian hospitality means. Every home in the village went out of its way to be of some use to the guests. Mattresses, blankets, pillows, etc. were lent for the comfort of the guests. Milk as much as one could drink was provided; delicacies were specially prepared by the women of the village. It seemed as if we had gone to be served and looked after rather than to serve!

The camp

We began our camp activities early in the morning of the 24th with a Prabhat Feri, when we went around the village waking up the people with appropriate music and songs.

Our daily program started with a Campers' Morning Assembly, where we had prayers, devotional music, and an appropriate talk, either by the camp chief or by a visitor. Then came a discussion of the day's activities. The students and teachers of Shree Vijay Vidya Mandir worked with us wholeheartedly in all these activities.

Program carried out

During the ten-day camp, we were able to carry out the following program:

A group of campers went out every day with the squad of the Health and Hygiene Department of the District. The students took keen interest in DDT spraying. All the 300 houses of the village were sprayed.

With the help of the Sanitary Officer, the village wells were disinfected, their surroundings cleaned, and in some places soakage pits were made.

A Table Dispensary was presented to the village through us by the Indian Red Cross Society, Broach Branch. This Dispensary was opened by our Minister of Education on the 30th of October, for the benefit of village children. Some medical firms of Bombay contributed medicines to the Dispensary.

Our students went round with the Veterinary Surgeon, who visited every single street of the village, treated 50 cattle, and instructed the village people about their care. This work will now be a permanent feature of the village.

Before leaving for Avidha, our children had collected some 2000 pieces of clothing (as they do every winter) for distribution. Under the guidance of the village leaders, clothes were distributed to needy and deserving people.

The children did street cleaning, road-making and other work, thus setting a good example of self-help before the people.

We built a small Katcha Dam across a rivulet. About 300 of us, including the Educational Inspector, the Collector, and other dis-

strict officials, took an active part in building it. We made use of sand, stone, wild plants, etc. and built a dam which would serve the purpose of storing water. It is, of course, of a temporary nature but it has given the villagers an idea of how, with available material and team work, even a dam can be constructed.

We put up exhibitions on health and hygiene which were visited by a large number of people from the village and round about. Railway posters, useful to the villagers, were presented to us by the state railroads and they were much appreciated by the people. The exhibits were left with the high school for future use.

An agricultural exhibition of implements, manure, seeds and posters was put up by the agricultural officer. We had a fully equipped van at our disposal, and we entertained about 3,000 people of Avidha and the neighboring villages with educational and health films, talks, etc. every day. Four radio sets were installed, and one of these has been permanently kept for the village people.

Camp fires were a regular feature of the camp and interesting entertainments were given by various groups including the villagers themselves.

The Land-Gift Movement

Apart from the community projects being organized all over the country today, there is another great movement which has taken the country by storm: Vinoba Bhave's *Bhoomidan* Movement (land gift). It is a movement unique in the history of the world for, instead of land being taken away by force or by legislation, land is being freely given away by landlords to be distributed to the landless. It was but natural that in such a camp as ours, one of the highlights was a play based on this ideal of *Bhoomidan*. It was staged by the pupils of our school and witnessed by thousands of villagers. It had a practical value too, for in the presence of Shree Ravishanker Maharaj, 100 acres of land were given by the village people to the *Bhoomidan* Committee.

The village people decided to build a primary and nursery school, and the campers and the Principal contributed money for the cause.

At the end of the ten-day camp we had succeeded in establishing contact with the villagers and being of use to them. The camp

brought home to us that, given an opportunity, city students can rise to the occasion and contribute quite a lot to the welfare of the community.

Teachers Must Be Free to Teach

(Continued from page 2)

shift the tax burden to the low income groups, to take the United States out of the United Nations.

For 20 years we have been setting a disgraceful record of neglect in the education of our children, so that today 37 million boys and girls are going to schools in worn-out buildings, in over-crowded classrooms, and are being taught by unqualified, over-worked, under-paid school teachers. Seven million boys and girls are going to schools in fire traps. But grim as the picture is, the condition will continue to grow worse unless schools are given adequate federal and state aid. We desperately need more teachers and more school rooms for the increasing school population, and replacements for old buildings and equipment.

If we are teachers worthy of being called teachers, we will, here and now, resolutely resolve to join in a campaign which will have for its ultimate goal the kind of educational system that we want and that every good parent wants for his boy and girl.

Every teacher's dream

Determined, unified, cooperative effort can bring to reality the dream of every teacher, the dream of teaching happy, well adjusted boys and girls in the relaxed atmosphere of pleasant, uncrowded, healthful surroundings—without interruption; a dream of personal freedom without financial or tenure worries, of cooperation from administrators in the solution of difficult problems; but most of all, the dream of freedom to teach the fundamental truths of our time in the spirit of our democracy.

We have made tremendous progress toward our goal though often with agonizing slowness. By pressing vigorously onward with hope in our hearts, with earnestness in our souls, guided by the light of our aspirations, we will not fail.

A Panel Discussion Can Promote Democracy

By CHESTER C. DIETERT

WE have to live before we know how to live. And we have to do before we know how to do. Obviously then, if we learn by doing, we must learn about democracy by practicing democracy. This is just like learning a skill such as typing, only more difficult because it is a way of life as well as a skill.

In DeMotte High School (Indiana), the speech class, composed of seniors, was invited to present a panel discussion before the PTA on the general subject of "Children in Today's World." None of the group had ever participated in a public discussion; in fact, most of them had never even heard a panel discussion. Since this was a class learning the practical matters about speaking, the invitation was most welcome.

At their first meeting to consider the topic, the class discussed how the subject should be limited, what must certainly be included, what phases of the subject were to be discussed, what topics would be best suited to this audience, and how coherence could be achieved in the discussion.

Solutions to these problems were reached democratically. Students' suggestions were listed on the board until there were no more forthcoming. After deciding to limit the speakers to eight members selected from the class, the group studied the list of topics. They were reduced to eight by combining and relating them to the central theme—"Some Influences on Today's Children." The students then volunteered to carry on research on different subjects in the outline. This period of research continued for about three weeks.

At the end of this period the eight chosen participants presented their topics in a practice panel symposium. Criticisms were offered on the manner of presentation, as well as on the content, and suggestions were made which required additional research. To keep the speakers on the subject, topics were restated in the form of questions. These included:

1. What is the heritage of today's children?

2. What is the influence of today's homes on children?

3. What is the importance of today's schools for children?

4. What are the major problems of today's children?

In general it was planned that speakers should limit themselves to five minutes, but no speeches were to be memorized. Another period of preparation followed.

At the third meeting of the group, it was decided to carry the democratic idea even further by having audience participation. Immediately the problem arose of methods of restricting the questions to the topic under consideration. To meet this need, the instructor agreed to serve as moderator and to permit only questions addressed to the panel. A brief round-table discussion by members of the panel prepared the participants for questions that might be asked by the audience.

There were several more practices to assure the grasp of the subject, the decorum of a panel discussion, and to improve extemporaneous speaking. There was no striving for perfection, but sincerity, naturalness, and clarity were stressed. Since this program came near the end of the semester, it was decided that it would be a fitting substitute for a final examination. With adequate opportunity for preparation, there was no chance of failure.

The program was well done; participants spoke with confidence and without tension. The audience indicated, both by applause and by eager participation, that it approved of the program and had learned much about the work of the school and about student problems.

This was democracy in community relationships. The students enjoyed the experience and gained a valuable lesson in democratic processes. Full and free discussions such as this one are the essence of democratic living. Problems fully and freely explored are half solved. At least they do not breed tensions!

Teachers' Salaries and Tenure

THE Lehigh County Farmers Association has come up with this statement: "Considering the pay, hours and vacation, and the security and privileges provided under the tenure law, the teaching profession is no longer underpaid and underprivileged."

I believe one of the farmers sat down, took pencil in hand, wrote down the number of hours in a school day, multiplied it by the number of school days in a year, and divided that answer into some arbitrary figure as representing the average teacher's salary; and got a figure that looks very romantic. He probably discovered that on that basis the teacher gets more than twice as much per hour as many people that he knows.

Let us approach the problem from another angle, that of long-range supply and demand. In long range the quality of teaching is directly related to the salaries that are paid. Let us consider the teaching field as it looks to the high school graduate who contemplates spending four or five productive years in college.

He will consider the probable financial returns in various fields of endeavor. If he is talented well above the college average and ambitious, he will in the great majority of cases not consider teaching.

I believe it can be safely stated that the majority of our male teachers fell into teaching. They took up teaching because something else did not pan out as expected. Many of these teachers are excellent teachers, but I believe all would agree that we would have more excellent teachers if all of them, or more of them, had picked teaching as their first choice.

When a respectable number of our most talented young men pick teaching as their first choice, then shall we be justified in saying that teachers are not underpaid. That time has not yet come.

I am approaching this problem from the

standpoint of the young man. He faces problems that the young woman does not face. If they are solved satisfactorily for the young man, then the young woman is also taken care of, because women have acquired a status of equality with men in the teaching field. The problem is to get a larger number of the right kind of young men to pick teaching as their first choice. A long step in the right direction would be taken if the long period of underpaid apprenticeship were eliminated. At present he faces the prospect of years of struggling to support a family on less than a skilled mechanic is getting. To make matters worse, he is often saddled with a debt that is left over from his college days.

Now about teacher tenure. They say: "If the teachers are sincere in providing the best education they will agree that a merit system is the best method. The tenure-law guarantee to a teacher who just gets by can only retard the progress of the competent teacher."

The beginning of that statement is bad. It begins by questioning the sincerity of those who do not think as those farmers do.

Nobody will argue about the merit system as being the ideal condition. But all those who have worked under a merit system agree that all merit systems so far tried have done more harm than good. There is no agreement as to what constitutes a good teacher. In practice the best handshaker and joiner generally gets the highest rating.

They say that tenure harbors the incompetent teacher. My own recollection is that before tenure the incompetent teacher hung on just as tenaciously as he does today; but not the competent teacher. Many a competent teacher was fired in those days while the incompetents hung on. The atmosphere before tenure called for a teacher to do just enough to get by and say the "right" things, and he had a much better chance of hanging on than the teacher who exercised initiative. The condition is still true so far as promotion within the system is concerned, but at least the competent teacher is no longer subject to arbitrary dismissal.

This article, written by EZRA FRANTZ, teacher in the junior high school in Nazareth, Pa., was published in a recent issue of "The Nazareth Key" and was sent to us by Mr. Frantz.

I believe many of those farmers are old enough to remember how in many areas teacher and preacher hiring and firing took on the air of a Roman carnival. Something had to be done to break the boredom of everyday existence, and this seemed to be the most satisfying way to a goodly number of the population. It is a lot of fun to some people to see others brought down to their level.

I believe that tenure is a spur to the incompetent teacher because he realizes that enough might be brought against him to bring about his dismissal. In many cases in the past incompetence resulted from a fear of doing anything new or old that was the least bit away from the beaten path. There never was any telling when the teacher would do something that might swing the balance against him. Today the areas have been fairly well laid out within which he can operate and be safe.

There used to be many areas where firing for incompetence was an annual affair. If the teachers were really incompetent, then only one conclusion can be drawn. Many incompetents were also hired.

A few years ago there was a teacher-dismissal case in one of our southwestern states that

BOOK MANUSCRIPTS INVITED

Do you have a book-length manuscript you'd like published? Learn about our unusual plan whereby your book can be published, promoted and distributed on a professional basis. We consider all types of work—fiction, non-fiction, poetry, religious and scholarly books, etc. For more information, write for booklet *A.R. It's free*.
VANTAGE PRESS, INC., 120 W. 31 St., N. Y. 1
In Calif.: 6253 Hollywood Blvd., Hollywood 28

received national attention. A teachers' association appointed a salary committee to meet with the board of education. Meetings were held and everything seemed to be running smoothly when every member of the salary committee received a dismissal notice—and the dismissals stuck. Nothing could be done about it because the state had no tenure law. What about the other teachers, who were the beneficiaries of the salary committee's activities? They all ran for cover. All were careful not to be seen on terms of intimacy with any member of the salary committee for fear of being also dismissed.

* * *

This is perhaps the extreme case. It is used to illustrate a practice that is still too common all over the United States: pillorying those who work for the common good while the most direct beneficiaries run for cover.

Miss Mildred Berleman Resigns



After 11 years as editor of the *AMERICAN TEACHER*, Miss Berleman has resigned. Through her efforts the magazine has come to have the wholehearted respect of those who are seeking a better future for education; one of the outstanding educators of the country has said that it is the best of its kind. Practically

all teachers' colleges and universities are subscribers or receive the magazine on an exchange basis initiated by them. Many foreign educators and schools also receive it. In no small part the enviable reputation of the AFT as a leader in education is due to the editorial work of Miss Berleman. To her, editing is an art which like teaching demands and receives attention day and night.

She is a person of unusual intellectual brilliance, charm, ability, modesty, and practicality. She is devoted to the AFT which she has served for 27 years—as member, vice president, and editor.

Since Miss Berleman seeks no honors for herself, her judgment is highly valued, and she has come to be a very important person in the councils of the AFT.

To our own VIP who has the good sense and modesty to shun the airs of importance—our highest tribute!



BOOKS AND TEACHING AIDS



A guide in a critical area

INTERGROUP EDUCATION. By LLOYD and ELAINE COOK. McGraw-Hill Book Co., New York, N.Y. 1954. \$5.50.

Lloyd and Elaine Cook's *Intergroup Education* is the first general textbook on the subject addressed specifically to prospective and practicing teachers. This is a comprehensive work, objective and as non-controversial as is possible, but exceptionally rich in case materials and human interest.

The authors are competent educational sociologists, now at Wayne University. Lloyd Cook utilizes his rich experiences as director of the recent action-research survey of the American Council on Education and editor and author, respectively, of the two volume report of its findings: *College Programs in Intergroup Relations* and *Intergroup Relations in Teacher Education*.

The volume is divided into four parts: Part 1, First Perspectives, gives background material on minority groups and on basic concepts; Part 2, Understanding Prejudice and Discrimination, deals with the development of prejudices in childhood, adolescence and on the college level in the socialization process, and continues with a description of cleavages in the adult community; Parts 3 and 4, more than half the book, present educational techniques for improving intergroup relations and a discussion of the role of the teacher.

The legislative approach, such as laws against discrimination, and the situational approach, such as non-discriminatory housing projects, are distinguished from the techniques which are essentially educational. There is a brief discussion of the possibilities and limitations of a broad range of educational methods: contact and acquaintance, mass media, ceremonies and pageants, work experiences, academic teaching, area study and action, vicarious experiences, and guidance and psychotherapy.

The authors' point of view is stated in the chapter, A Theory of Human Rights Teaching, where a plea is made for teaching about intergroup problems in terms of the concept of reciprocal rights and obligations of all Americans. They feel this is the soundest approach, first, because it relates the individual to society; second, because it calls for a study of our democratic heritage; third, because it is a way of gauging the extent of discrimination; fourth, because it reinforces the moral position of minorities.

The book's emphasis on the group approach to effective change should be congenial to those who believe in organization for social action. If we have any

negative criticism of the authors, it is that they do not give enough weight to economic factors in discrimination, what Carey McWilliams called a "mask for privilege." Much of the opposition to FEPC laws on the federal and state level comes from employers and interests who fear that any change in the status quo will be a threat to their pocketbooks. The hopeful sign is that progress against discrimination has been due not a little to the gradual recognition that in the long run discrimination is an economic liability rather than an asset.

The authors' interest in the local community has possibly resulted in neglect of the role of larger groups and organizations in breaking down intergroup barriers. Conspicuous among these are, of course, labor unions, which, while they have not always been one hundred percent "pure," can and do play an important part in creating mutual understanding between diverse ethnic groups. To mention only one example, there is the International Ladies Garment Workers Union, whose democratic approach to problems of this type has long been on the record. We may say, also, that each time a new local of the American Federation of Teachers is founded, another community has taken a big step forward in promoting democratic intergroup relations.

In view of the vast development of the subject in recent years, we cannot expect to find everything in one book. For curriculum materials in intergroup relations, teachers still will want to consult the valuable publications edited by Hilda Taba for the American Council on Education. Our authors have, however, included some illuminating cases of school situations involving intergroup problems, and promise us a full volume of these in the near future. One might wish that a separate chapter on the development of the intergroup movement itself and some appraisal of the various types of programs had been included, but there are references to the more important agencies in the field which the reader can follow through.

Intergroup Education should prove invaluable in stimulating workshop and in-service courses in a critical area in which teachers badly need skills and understanding. The book is not just another armchair production, but is crammed with practical suggestions which should greatly enhance teachers' effectiveness in intergroup work both within the school and in the community as a whole.

HENRY MILLER, Local 2, New York, N.Y.
Assistant Professor, School of Education
City College, New York, N.Y.

Records teaching music and good behavior

Sparky's Magic Baton, a record-reader album with sound and full-color pictures, introduces the instruments of the symphony orchestra to children. These clever records follow the tour made by Sparky as he wields his magic baton over each instrument in the orchestra to make it explain itself in human language. This album is part of the Music Appreciation Series produced by Capitol Records. This series provides a child's library of musical masterpieces recorded by the finest musicians. Woven into the music is a simple story assuring attention and enjoyment.

Among the other records in the Music Appreciation Series are *El Torito*, *The Little Bull*, with music from Bizet's "Carmen"; *The Seasons*, music from Glazounov's "The Season"; *Waltz of the Flowers*, music from Tchaikovsky's "Nutcracker Suite"; and *The Trojan Horse*, music from Prokofiev's "Love for Three Oranges."

Another series of Capitol Records, entitled "Learning Is Fun," is designed to teach children the lessons of good behavior. Favorite cartoon characters and popular personalities capture the young imagination with songs and stories, setting desirable examples that children are likely to accept. One of the records in this series, *Bozo's Songs about Good Manners*, presents Bozo the Clown and eight of his animal friends, who sing charming verses that explain some of the whys and wherefores of politeness. Other titles in this series are *The Noisy Eater*, *Truthfulness*, *Cleanliness*, *Crossing Streets*, and *Tweety's Good Deed*.

A third series of records, entitled "Bozo Approved," provides entertainment by presenting fascinating personalities, including those from Walt Disney's Studios. At a given signal on the record, the child turns the pages of the illustrated reader which accompanies the record.

The address of Capitol Records is 1730 Broadway at 55th, New York 19, New York.

Technical assistance program operated by UNESCO

THEY CAN'T AFFORD TO WAIT. By DANIEL BEHRMAN. A UNESCO publication distributed in the United States by International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N.Y. 1953. 33 pp. 25 cents.

This booklet gives a first-hand account of UNESCO technical assistance in operation in Ceylon, India, Pakistan, and Thailand. The Ceylon Government and UNESCO have set up a "fundamental education" center, the objective of which is to put the best available techniques of education to work in order to raise living standards. In India a huge effort is being made to draft scientific research to solve the problems of this sub-continent and, at the same time, to train top-level technicians and engineers on Indian soil. In Pakistan UNESCO scientists are helping to take inventory of the country's natural resources. In Thailand the school system is being reorganized from top to bottom to turn it into a more efficient producer of the skilled manpower which the country needs.

In describing these projects the author makes clear that every effort is made to respect the standard of values of the country in which the project is carried on. The only objective of the programs is to lay economic foundations to enable people to lead their own lives.

Something quite different in children's books

GEORGIE HAS LOST HIS CAP. By BRUNO MUNARI. Published in the United States by the British Book Centre, Inc. 122 E. 55th St., New York 22, N.Y. 1954. \$1.25.

Something new in children's books has been brought to America from Italy via the British Book Centre. The unusual format which distinguishes these books is exemplified in the amusing story of Georgie and his cap. Georgie pursues his lost cap through closet and washing basket and behind chairs, with great realism, at least for the very young reader. The large, firm, white cover of the book turns back to reveal the closet door. When this is swung open all of the paraphernalia of a little boy's closet are revealed—but no cap. On the next page is a large chair; when this is swung about, the reader peers behind it—still no cap. And so he searches until the cap is found.

It is apparent that no reviewer can state the number of pages in this delightful book because one loses count in opening doors and hunting behind chairs. But the game is fun.

There are other books in this series. So far only the *Lorry Driver* and *What I'd Like To Be* have been translated into English. And this is English—not American. A "lorry" and a "fridge" may need further translation for America's kindergarten set.

Films to promote international understanding

A series of full-color filmstrips designed to help in developing international understanding among children in the elementary schools is being distributed by Knowledge Builders, 625 Madison Avenue, New York 22, N.Y.

Some of the filmstrips present folk tales, legends, or stories. These are entitled: "Alice in Wonderland," "Crackling Mountain" (Japan), "Dancing Bread" (original story by a 9-year-old girl), "Monkey See, Monkey Do" (China), "Peach Boy of Japan," "Twas the Night Before Christmas," "The Ant and the Grasshopper" (Aesop), and "The Little Tailor" (old Jewish).

The series includes also the following filmstrips which will help to acquaint children with people in other lands: "Dee Dee Chou" (China), "Kofi, an African Boy," "Ali of Saudi Arabia," "Gulen of Turkey," "Koko of the Philippines," "Ming Li of China," "Ramesh of India," "Selim of Egypt," "Jose of El Salvador," and "Yung-Ja of Korea."

"Chinese Pictographs" presents some of the ways of writing Chinese characters and words, and would be interesting to include in a unit dealing with China.

Each set of filmstrips includes 33 to 45 frames, in new Eastman color, by outstanding artists. Prices range from \$4 to \$6 a set.

Problems of migratory farm labor

NO WORK TODAY! By VARDEN FULLER. *Public Affairs Pamphlet No. 190. Public Affairs Committee, 22 East 38th Street, New York 16, N.Y. 1953. 28 pp. 25 cents.*

"The whole system of migratory farm labor in the United States is so chaotic and unsystematic that a balance of supply and demand is rare and unusual." This indictment, made by Varden Fuller, former Executive Secretary of the President's Commission on Migratory Labor, is one of the basic conclusions of the pamphlet, *No Work Today!*

From the standpoint of more than a million migrants—about half of them citizen families, and half alien males—the hazard is a double one, Mr. Fuller reports: (1) There is the hazard of whether there will be a crop to work. (2) There is always doubt whether the migrant will get the work he expects even if there is a good crop.

Virtually no one was found to be satisfied with the present system. "In the view of the migratory worker, it is a hazardous and unsatisfactory way to make a living. In the view of the farm employer, citizen migratory workers are an uncertain and irresponsible labor supply. From the viewpoint of local health officials, influxes of migrants aggravate health problems and overtax community health facilities."

"The employment of migrants occurs chiefly," Mr. Fuller observes, "in large farm areas or in areas that specialize in growing certain crops such as sugar beets or cotton. . . . The low wages paid migratory workers amount, in effect, to a subsidy to the kinds of agriculture that use large quantities of labor for short periods."

Although the migrants are among the nation's least-privileged citizens, "the great wave of national social progress has brought them little or nothing," Mr. Fuller finds. "For others have come farm price supports, minimum wages, protection of the right to organize, government housing . . . unemployment insurance, old-age and survivors' insurance and the like. . . . Migratory birds in flight are provided rest havens at taxpayers' expense. . . . 'All . . . except farm laborers . . . ' say the federal statutes. 'Non-residents shall be ineligible . . . ' say the state and county laws."

"The protection of minimum wages, of old-age and survivors' insurance, of unemployment insurance, and the right to organize and bargain collectively should all help solve the basic income problem," Mr. Fuller continues. "Yet, we cannot expect these measures to bring migratory labor incomes to anything like acceptable standards. Only by salvaging some of the vast amount of time now lost in idleness will incomes of migrants begin to show marked improvement."

Other recommendations include: establishment of labor camps under standards promulgated by the Federal Committee on Migratory Labor; encouragement to the states to enact housing codes establishing minimum health and sanitation standards; revision of the general assistance laws so that no needy person shall be denied assistance because of lack of legal residence status; enforcement and strengthening of the

child-labor amendment to the Fair Labor Standards Act.

As former Senator Frank P. Graham points out in an introduction to the pamphlet, these recommendations "are in behalf of hundreds of thousands of human beings who work and live in the twilight zone of cruel necessity, much complacency, and continuing neglect. This neglect of them is damaging to the fair meaning of America and the equal freedom and dignity of Americans."

Folklore: sense and nonsense

THE AMERICAN RIDDLE BOOK. By CARL WITHERS and SULA BENET. *Abelard-Schuman, Inc., 404 Fourth Ave., New York, N.Y. 1954. 157 pp. \$2.75.*

What has two lookers, two hookers, four downhangers, four upstanders, and a fly swatter?—A cow.

What would you do if you found a horse in the bathtub?—Pull the plug out.

These and a thousand or so other rollicking riddles of this and other countries form the content of this comprehensive riddle book, which is based on considerable research. Clever illustrations are in keeping with the tone of the book.

Anyone who puzzled over riddles in his childhood and passed through the "little idiot" and "knock-knock" stages will have a hilarious time recalling the "oldies" and getting acquainted with the new. Youngsters will find here a gold mine of good clean wit and humor to add to their repertoire.

Riddles are truly as much a part of our folk lore as are fairy tales, folk dancing, folk music, and tall tales. If, as psychiatrists tell us, laughter eases tensions, this book of sense and nonsense is an excellent prescription for our chief ailment in this age of the super bombs.

Help for the math teacher

MATHEMATICAL TEACHING AIDS. Compiled by JOSEPH J. URBANCEK. *Chicago Teachers College, 6800 Stewart Avenue, Chicago 21, Ill. 1954. 80 pp. 25 cents.*

With the aid of a staff recruited not only from associates in the Chicago Teachers College but also from other institutions, Joseph J. Urbancek, chairman of the Department of Mathematics at the Chicago Teachers College, has compiled an extensive list of teaching aids other than textbooks. These aids include films, filmstrips, free and inexpensive aids, materials available from the U.S. Office of Education, standardized mathematics tests, mathematics manipulative devices, booklets, charts, equipment, teacher-made arithmetic instruction materials, and a selected, annotated bibliography.

Materials are grouped according to the educational level for which they are intended. Each aid is described briefly, its price is given, and there is adequate information concerning how to obtain it.

Educating the cerebral palsied

The United Cerebral Palsy Education Advisory Board is publishing a series of pamphlets on realistic educational planning for children with cerebral palsy. For information write to Maurice H. Fouracre, chairman, 50 West 57th St., New York 19, N. Y.

NEWS FROM THE LOCALS

Leaders of Pennsylvania Federation encouraged by success of first institute

The first institute sponsored by the Pennsylvania Federation of Teachers, the Labor Education Service of the State University of Pennsylvania, and Local 500, the University AFT group, was held in July 1954. The success of the meetings justifies the hope of the sponsors that the institute will become an annual affair.

Invitations were sent to all AFT locals in the state and seven of the larger locals responded. The institute was planned to provide better understanding of problems confronting teachers today.

At the opening session, delegates were welcomed by Fred K. Hoehler, Acting Head of the Labor Education Service at Pennsylvania State University, and by Dr. Joseph Rayback, president of Local 500. The first speaker was Arthur Elder, AFT vice-president, who discussed "Raising Revenue for School Districts." Mr. Elder called attention to the special problem in Pennsylvania where the state grant to schools in 1953 was less than the national average. He urged matching increased state aid with corresponding local school support.

A new local reports its progress

1190 SALT LAKE CITY, UTAH — Salt Lake City Federation of Teachers, one of our newest locals, was organized in May 1953. Their report on the salary schedule adopted for 1954-55 shows a substantial increase in both minimum and maximum salaries. The 1953-54 minimum for teachers without a degree was \$2048 and the maximum was \$3804; for a bachelor's degree teachers were paid from \$2670 to \$4170; and for a master's degree the salaries were \$2892 to \$4392.

European trip pays an extra dividend

714 LAPORTE, IND. — Mrs. Roberta Wigton, a member of Local 714, recently won a trip to Washington with entertainment including a dinner at which President Eisenhower was a guest. Mrs. Wigton won her prize by writing an essay about her experiences in international labor-education on a tour which included the 1953 session of

Dr. Arthur H. Reede, Professor of Economics at Pennsylvania State University, and Mr. S. Floyd Straitiff, vice-president of the Pennsylvania Federation of Teachers, spoke on the "Retirement Problems of Teachers."

At the banquet, Margaret Root, president of the Pennsylvania Federation of Teachers, presided. The speaker was Carl J. Megel, AFT president. He declared that "the fears and pressures" which are holding down many teachers today are handicapping the preparation of young people for leadership. He urged the need for education that is free to prepare young people for a life of service to others and for the opportunity to find security for themselves.

On the second day, Dr. John H. Ferguson, Professor of Political Science at Pennsylvania State University, addressed the group on the subject of the "Teacher and Pressure Groups." At the closing session, Michael Johnson, Educational Director of the Pennsylvania Federation of Labor, and John T. Haletsky, Business Agent of the Retail Clerks Association (AFL), offered suggestions on "Organizing Techniques."

On the new schedule the minimum for no degree becomes \$2898 and the maximum \$3804; for a bachelor's degree the range is \$3120 to \$4800; and for a master's degree \$3342 to \$5022 is now the schedule. Maximums are reached in 14 years on the no degree schedule and in 16 years on the others.

Could the organization of an AFT local with its AFL affiliation have any connection with this improvement?

the summer school of the International Federation of Free Teachers Unions.

Mrs. Wigton was eligible to enter the contest because her trip to Europe had been made by air. She reported her experiences both at the summer school and on the educational tour which she enjoyed before and after the summer school.

A member tells "Why I Joined the AFT"

1020 MONTEREY COUNTY, CALIF.—A recent inquiry to learn some of the reasons for joining the AFT brought the following responses from members of Local 1020:

1. I think the AFT does more on the local level for teachers.

2. I joined AFT 1020 because it seemed to me a way for teachers to make contact with local community groups. Through the labor council our urgent needs can be made known, and active local support enlisted.

3. I joined the AFT because it was the only organization interested in the teacher and his pupils more than it was interested in administrative expediency . . .

4. The AFT is constantly initiating progressive legislation for the betterment of the entire profession.

5. I was glad to join my fellow teachers in the AFT because I felt that in no other way could we so effectively make the needs of education known to so large and powerful a group of taxpayers and citizens. Organized labor with its interest in the average person has always recognized the importance of education and has been one of its strongest supporters.

ISFT convention plans legislative program

The Illinois State Federation of Teachers held its 19th annual convention in the spring. AFT President Carl J. Megel spoke on the state of the union. Another speaker was Dr. Henning Larson, Provost of the University of Illinois, who was introduced by Dr. Lawrence E. Metcalf, president of the University of Illinois Local. Dr. Larson spoke on "Academic Freedom."

Action of the convention places the support of the group behind legislation providing equal pay for equal work; state aid for junior colleges; care for trainable but uneducable children; collective bargaining for public employees including teachers; and other timely matters.

Retired Detroit teacher honored by colleagues

231 DETROIT, MICH. — Delegates to AFT conventions will be pleased to know that Mrs. Florence Sweeney of Detroit has received appropriate honor for her years of service to schools and teachers. Mrs. Sweeney retired in June and was the guest of educators, government officials, labor leaders, and community admirers.

Among those who honored Mrs. Sweeney were Governor G. Mennen Williams, Patrick McNamara (AFL), AFT president Carl J. Megel, and leaders of Local 231, as well as many colleagues and former pupils of Mrs. Sweeney.

One of the important moments of the evening was the presentation of the Florence Sweeney Scholarship which has been set up as a permanent tribute to be used for aid to a worthy student interested in the field of education.

Mrs. Sweeney has served eight terms as president of the Detroit Federation of Teachers, has been on the executive board of the Detroit and Wayne County Federation of Labor and has been active as a member of many civic and community committees.

Bostonians win awards

66 BOSTON, MASS.—Three active participants in the work of Local 66 have been selected for advanced study in their specific fields of education.

Edward J. Powers, head of the modern foreign language department at Technical High School and former vice-president of Local 66, was the recipient of a Ford Foundation award. While on leave of absence from his teaching duties, Mr. Powers plans to correlate his study at Harvard University with travel in Europe. John Santosuoso, chairman of Workers' Education and also a language teacher, was awarded a Fulbright grant for summer study at the Sorbonne in Paris.

The librarian of Local 66, Mrs. Helen F. Hiron, who is the extension librarian for the Boston Public Library, received an award from the Fund for Adult Education for full-time study during 1954-55 at Boston University, College of Liberal Arts, School of Social Work, and the Human Relations Center. Her program will include labor and government, labor relations, international relations, political science and group work.

Local 6, Washington, D.C., holds luncheon



Guests of Local 6 at the luncheon for teachers from abroad and members who have taught abroad were (seated left to right): J. Giovannoni, B. Wright, M. Stevens, M. Hayward, P. Lewis; (standing) T. Countee, K. Draw, P. Jefferson, M. Buckner, and M. Magruder.

Study of resignations made in St. Paul Park

1125 ST. PAUL PARK, MINN.—For two years Local 1125 has been working to win from the administration recognition and the privilege of functioning in a truly professional manner. In June, the group was at last able to function at an open meeting called by the board of education to inquire into reasons for teachers' resignations.

A group of 37% of the resigned teachers of St. Paul Park stated that in general their reasons for leaving were the lack of a consistent school policy and the dictatorial attitude of the administration. Specifically teachers called attention to the opposition of the administration to attempts by teachers to organize departments, the lack of athletic equipment, the shortages in textbooks, and the difficulties arising from the policy of offering blank contracts to teachers.

A packed auditorium attested to the interest of the public in the teachers' problems. Local 1125 feels

that this is a good beginning in its campaign for recognition.

AFT pins reward leaders

250 TOLEDO, O.—As a mark of appreciation for services to the Toledo Federation of Teachers, gold AFT pins were presented to all past presidents of Local 250 who are still in service in Toledo. The presentations were made at a picnic supper which terminated the social affairs of Local 250 for the year.

An artistic program of folk dances from many countries was put on by a group of dancers in native costumes.

Lynn marks fifth year

1037 LYNN, MASS. — Lynn Teachers' Union celebrated its fifth anniversary at a banquet in May. The main speaker was AFT president Carl J. Megel. Members of the school committee, officials of the state, and of the AFT also spoke.

Guests included two union teachers from Italy, Anastasio Angellucci and Massimo Begani, who are studying at Harvard under the Harvard Trade Union Program. A community sing also added to the evening's entertainment.

Memorial library grows

746 PORTSMOUTH, O.—The Portsmouth Federation of Teachers now has approximately fifty books in its memorial book collection in the Portsmouth Public Library. Each book has been placed there in memory of a teacher who died during his active career or after retirement.

Hunt wins Whitney award for study at Columbia

512 BELLINGHAM, WASH. — Albert C. Hunt of the Bellingham Federation of Teachers is one of the eighteen American high school teachers named to receive the John Hay Whitney Foundation award for study at Columbia University. The award includes the winner's salary for the year, full tuition, as well as transportation for the winner and his dependents. In selecting winners of the award, the Foundation considers evidence of an interest to devote one's career to the special needs of secondary education.

Illinois Federation offers useful handbook

The Illinois State Federation of Teachers has prepared a handbook which should be a very useful and informative guide to presidents of AFT locals in Illinois. The contents include a sketch of the history of the ISFT, its purposes and present organization, the constitution and by-laws of the ISFT, and suggestions to presidents of locals.

In this latter section, R. A. Deffenbaugh, organization chairman, offers many practical ideas. These include helpful hints on conducting meetings, collecting dues, and planning committees and publicity. Among the excellent pieces of advice is the admonition to remember that "your local is not against other organizations or individuals. You do, of course, differ sharply on some issues with certain groups or individuals."

Detroit dedicates Gompers School site



Leaders of labor and education at the dedication include AFT's Mary Kasteed (left) and Antonia Kolar (second from right).

Union Industries Show spreads word of AFT

1021 LOS ANGELES, CALIF.—

A large segment of the public in the southern California area became acquainted with the American Federation of Teachers through the effective display at the Union Industries Show. Local 1021 prepared a booth where one of the attractions was an opportunity to try out the driver education testing machines. More important, however, was the kit of literature which was distributed.

Leaflets were printed free of charge by the Fox Printing Company of Los Angeles—26,000 of them! These were distributed along with

kits including literature from the AFT office, Los Angeles papers, and *The Union Teacher*. The booth was manned by the U.C.L.A. Local and the Classified Employees Local as well as members of 1021.

Those at the booth reported that thousands of interested persons passed by during the course of the show. AFT members felt pleased with the success of their part of the display.

Veteran AFT officer again serves state

111 PORTLAND, ORE.—May Darling, a charter member of the Portland Teachers Union and a former AFT vice-president, has again been appointed to the State Board of Education.

Miss Darling has already served nine years on the seven-member board which sets the standards for all of Oregon's primary and secondary schools. The reappointment adds one more chapter to Miss Darling's record of service to labor and education.

Seattle Federation aids needy child

200 SEATTLE, WASH. — The Seattle Federation of Teachers, in cooperation with the Community Chest, financed a stay at a summer camp for a needy boy. The contribution paid all expenses for a ten-day vacation at Volasuca Camp. The required sum was voted from the treasury of Local 200, but Elmer Miller, president of the local, invited members to reimburse the treasury by individual contributions to this worthy cause.

Local 866 celebrates eighth birthday

866 CONTRA COSTA COUNTY, CALIF.—

Contra Costa Federation of Teachers celebrated its Eighth Annual Charter Day at a banquet. Among the guests were two who have attended each annual charter day since the local was established; they are Mr. B. Wilson, county superintendent of schools, and Hugh Caudel, president of the Contra Costa Central Labor Council. Mr. Caudel spoke as did Herrick Roth, AFT vice-president.

Adams Township Local begins lively career

1199 ADAMS TOWNSHIP, O.—

One of the first social events of the Adams Township Federation of Teachers was a tea at which Miss Adrienne Curtis of Local 250 was the speaker. Guests included members of the Board of Education, the Central Labor body, and principals and teachers.

Once Upon A Time...

An apple once fell off a tree. People say it landed on the head of a famous scientist and the Newton Law of Gravity was born. Once you've tasted refreshing and nutritious APPLE JUICE you don't have to be hit on the head to make it a regular part of your diet. It's welcomed by the entire family as a "first course" at mealtime or as a nourishing drink anytime.

The First thing you notice about apple juice is its unique, delicious taste. That taste is preserved just as nature intended, in glass bottles. Glass bottles and jars keep the taste of foods and beverages best... and they are 100% UNION MADE.



Send 15c for 24 page booklet—
"How To Make Useful Articles from Glass Bottles."

GLASS BOTTLE BLOWERS ASS'N., AFL
of the UNITED STATES and CANADA
226 So. 16 St., Phila., Pa. • Lee W. Minton, Int'l Pres.

Chicago Public School Library Assistants affiliate with AFT



Local 1215 was organized late in the spring of 1954. The group is unique in the AFT, being made up of the public school library assistants. The picture shows the group at the charter presentation luncheon.

An impressive banquet and other activities celebrate Cleveland's twentieth anniversary

279 CLEVELAND, O. — The Twentieth Anniversary Banquet of the Cleveland Teachers Union, held in April, was a huge success. Over 600 teachers and guests jammed the Carter Hotel in a demonstration that surpassed any comparable event ever held in Cleveland by any other teachers' organization.

Guests included members of the board of education, the superintendent of schools, assistant superintendents, administrators, and labor

officials from the Cleveland Federation of Labor and from the Ohio Federation of Teachers.

As an additional feature of the Twentieth Anniversary festivities, a panel discussion entitled "Your Classroom Teacher" was heard over radio station WJW. Participants were Edward F. Jerrow, president of the Cleveland Teachers Union, who acted as moderator, AFT President Carl J. Megel and William P. Swan, AFT vice-president.

A new member speaks on AFT membership

703 MANSFIELD, O.—In this age of imitation and assembly line processes, it is indeed refreshing to note any evidence of the traditional American pioneering spirit, especially where education is concerned.

I, as a new member of the MFT, have observed just such a spirit expressed in an impressive fashion by the officers, the committees, and the members of the organization.

I see in the Mansfield Federation of Teachers a concerted effort to awaken the general public and other teachers in this city to their real

role, to a more than token appreciation of the heavy responsibilities resting on every teacher's shoulders.

It is encouraging to know that the organization to which I belong has the courage and the ability to present facts about this community so clearly that they cannot be questioned and that they do this with a dignity befitting the teaching profession.

I am proud to be a member of an organization which is determined that the school bells shall ring and not just toll in this community.

From *EDDE*, Bulletin of the Mansfield Federation of Teachers

Michigan convention outlines program

The convention of the Michigan Federation of Teachers was held in May. Among the many activities reported by the locals were two outstanding gains: liberalized leaves and terminal pay for unused sick leave days. Approval was given to resolutions dealing with democracy in school administration, a proposed salary schedule, and use of the state equalized valuations. An increase in MFT per capita was also approved.

A brief social hour closed the convention.

Local 512 hears Canadian

512 BELLINGHAM, WASH. — John Prior, president of the Canadian Federation of Teachers, was the featured speaker at a potluck supper of the Bellingham Federation of Teachers. Officers for 1954-55 were introduced at this meeting.

* * *

Announcement was also made that Emile Hagen, a trustee of Local 512, had been selected to attend the Industrial Council on the Automotive Industry at Rensselaer Polytechnic Institute in Troy, New York.

AFT'S FEDERAL LEGISLATIVE PROGRAM

From the summary prepared by the convention committee on legislation

Federal Aid for Education

1. Federal aid for salaries for public school teachers by legislation that will also assure the equitable distribution of such aid both among and within the states, primarily on the basis of need.

2. Federal aid for the construction of public school buildings with the safeguards that such money will be equitably distributed among and within the states and that sound building standards and fair labor construction standards will be observed.

3. Continued federal aid for schools and school building construction in "federally impacted" areas.

4. Federal aid for scholarships and loans for higher education with emphasis especially on the need for aid to encourage an increase in the numbers entering professional training especially for teaching.

5. Federal aid to increase and to improve health and welfare service to children of school age, including the children of inter-state migratory workers.

6. Federal aid to help the states eradicate adult illiteracy.

7. Appropriations for an adequate research program by the Office of Education.

8. Funds for the continued full support of the international educational exchange activities program of the Department of State.

School Lunch Program: Increased appropriations for and wider use of the school lunch program.

Taxes: Continued opposition to attempts to provide tax relief for any special groups of taxpayers, whether investors, public employees, or business men, at the expense of all taxpayers. Closing of all loopholes favoring such special groups.

Relieving the current high tax burden on low income taxpayers in future federal income tax revision. Integration of the tax powers of federal, state, and local governmental units, to eliminate competition among these units, and to insure adequate and equitable support for education and other needed services.

Off-Shore Oil: Support of the principle of federal ownership of off-shore oil lands and use of the revenues from these lands which become available to the government for a program of federal aid to the schools.

Child Labor: Opposition to all bills which would lower the child labor standards of the Fair Labor Standards Act.

National Science Foundation: Expansion of its research program.

Bureau of Labor Statistics: Adequate appropriations for this bureau.

Children's Bureau: Adequate appropriations.

UNESCO, UNICEF, and ILO: Proper appropriations.

AFL Legislative Program: Full support of the AFL legislative program on labor laws, housing, health, welfare, economic security, and international relations.

A dillar a dollar A ten o'clock scholar

You may be a "ten o'clock" scholar, but there is still a short time in which your dollar may be useful in the congressional campaign. The place to send it is Labor's League for Political Education, 1625 Eye St., N.W., Washington, D.C. It will help elect persons to Congress who favor the same legislation the AFT does. Among persons the League supports are two AFT members—Paul Douglas and Hubert Humphrey, candidates for reelection to the Senate.